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ABSTRACT

The annotated bibliography on programs for the aurally handicapped contains approximately 85 abstracts and associated indexing information for documents selected from the computer file of the Council for Exceptional Children's Information Center and published from 1964 to 1973. It is explained that the documents were chosen according to criteria of availability of document to user, current applicability, information value, author reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included for identification of abstract parts), how to use the author and subject indexes, how to order documents through the ERIC Document Reproduction Service (EDRS), and how to order "Exceptional Child Education Abstracts" in which the abstracts were originally published. Also provided are a list of terms searched to compile the bibliography and a list of journals from which articles were abstracted. References included treat of aspects such as language development, program design, curriculum, programed instruction, and early identification. (DB)

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AURALLY HANDICAPPED-PROGRAMS

A Selective Bibliography

November, 1973

CEC Information Center on Exceptional Children
ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 624

EC 061509

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to The Council for Exceptional Children for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either The Council for Exceptional Children or the National Institute of Education.

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The *Exceptional Child Bibliography Series* was initiated by the CEC Information Center to answer the need for rapid responses to specific requests for information. The volume of information requests received by the Center is analyzed and used as a guide in preparing special topic bibliographies in the field of exceptional child education. Abstracts contained in the bibliographies are drawn from the computer file of abstracts which represents the CEC Information Center's complete holdings as of the date indicated on each bibliography.

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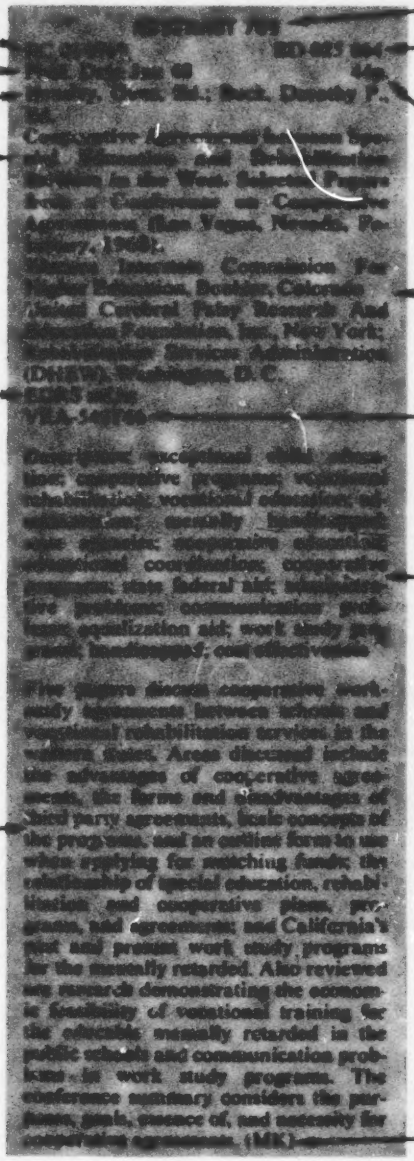

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Abstractor's initials

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INDEXING TERMS SEARCHED

Indexing terms used to retrieve information on *Aurally Handicapped Programs* from the Center's computer file of abstracts are listed alphabetically below:

Audiometric Tests
Audition (Physiology)
Auditory Evaluation
Auditory Tests
Aurally Handicapped
Cued Speech
Deaf
Deaf Education
Deaf Interpretation
Educational Programs
Finger Spelling
Hard of Hearing
Hearing Aids
Hearing Loss
Hearing Therapists
Hearing Therapy
Manual Communication
Program Budgeting
Program Coordination
Program Costs
Program Descriptions
Program Design
Program Development
Program Effectiveness
Program Evaluation
Program Improvement
Program Planning
Sign Language
Visible Speech

JOURNALS USED

Abstracts of articles from the following periodicals appear in this bibliography:

American Annals of the Deaf, 5034 Wisconsin Avenue, N.W., Washington, D.C. 20016

Deaf American, 905 Bonifant So., Silver Spring, Maryland 20910

Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Hearing and Speech News, 919 18th St., N.W., Washington, D.C. 20006

Journal of Rehabilitation of the Deaf, Box 125, Knoxville, Tennessee 37901

Journal of Speech and Hearing Disorders, American Speech and Hearing Association, 9030 Old Georgetown Road, Washington, D.C. 20014

Rehabilitation and Research Practice Review, West Avenue Annex, 346 N. West Avenue, University of Arkansas, Fayetteville, Arkansas 72701

TEACHING Exceptional Children, Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

Teacher of the Deaf, 54 Northbrook Street, Newbury, Berkshire, England

Volta Review, 1537 35th Street, N.W., Washington, D.C. 20007

The abstracts in this bibliography were selected from *Exceptional Child Education Abstracts,* Volumes I-V, No. 1.

ABSTRACTS

ABSTRACT 10231

EC 01 0231 ED 018 918
Publ. Date 67 77p.
Garbee, Frederick E.; Stark, Edward B.
The California Program for Speech and Hearing Handicapped School Children.
California State Dept. of Educ., Sacramento
EDRS mf,hc

Descriptors: exceptional child education; speech handicapped; language handicapped; aurally handicapped; state programs; speech therapy; hard of hearing; aphasia; speech therapists; speech instruction; specialists; special services; children; program planning; state departments of education; organization; special programs; public school systems; program guides; educational legislation; communication problems; verbal communication; individual needs; program administration; speech handicaps; California

Prepared for school administrators, consultants, teachers, speech and hearing therapists, and others concerned with educating communication handicapped children in California, the booklet offers help in planning speech and hearing programs. Discussion of the needs of the communication handicapped child covers a definition of communication disorders and the speech and hearing specialist's functions, qualifications, services, and relationship with the classroom teacher. Discussion of legal and professional foundations for a speech and hearing program include services of state consultants, responsibilities of superintendents, and financial support. Organizational considerations and objectives considered are identification and evaluation, number of specialists, case load selection, length and types of therapy sessions, coordinating services, record keeping, facilities, and summer programs. Responsibilities of administrators, teachers, therapists, and parents are outlined. Consideration is given to services for hard of hearing children (including a definition of the child and information on special educational services) and to programs for dysphasic children (including identification, diagnostic procedures, characteristics of the child, special program coordination, pupil placement and dismissal, the educational program, class size, evaluative procedures, and teacher functions and competencies). The appendix contains reprints of two papers on public school speech therapy, a classification of speech disorders, lists of credential requirements, accredited training centers, and California Educational Code regulations pertaining to speech and hearing therapy programs. Suggestions are made for reports and records, and a sample annual report of the speech and hearing specialist is included. A list of references and recommended readings is presented on each main topic, and an additional list of readings on meeting the speech and language needs of mentally retarded children appears in the appendix. (JB)

ABSTRACT 10259

EC 01 0259 ED N.A.
Publ. Date 66 86p.
Jones, Christina C., Ed.
The Granville Invitational Work Conference on Hearing Handicapped Children in Ohio.
Ohio State Dept. of Educ., Columbus
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; program planning; tests; hard of hearing; conference reports; etiology; medical evaluation; medical services; deaf; audiometric tests; audiology; counseling; auditory tests; test selection; test reliability; educational programs; individual instruction; curriculum planning; parent counseling; prevocational education; vocational rehabilitation; vocational education; multiply handicapped; personnel; research needs; medical treatment

The proceedings from an interdisciplinary work conference, sponsored by the Ohio Division of Special Education to utilize information from 5 years of an ongoing study (1960-65), include three papers and several discussion summaries. Papers on hearing handicapped and deaf children consider (1) implications for medical services, (2) audiological evaluation including testing, services, theory, and treatment, and (3)educational programs involving individual instruction, supervision of teachers, and a total plan for preschool to adulthood with continuous curriculum planning, parent guidance, and vocational education. Reports of the discussion groups include recommendations concerning the child population, instructional programs, personnel and staff, and research and evaluation. A followup conference was planned for December 1966. (JB)

ABSTRACT 10310

EC 01 0310 ED 017 116
Publ. Date Sep 66 58p.
Withrow, Frank B.; Lisensky, Robert
The Development of a Sex Education Curriculum for a State Residential School for the Deaf.
Illinois School for the Deaf, Jacksonville

OEG-32-23-0000-1030
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; curriculum; sex education; educational programs; curriculum development; residential schools; deaf; children; curriculum research, curriculum planning; curriculum design; state schools; elementary grades; instructional materials; secondary grades; adolescents; evaluation; curriculum evaluation; program evaluation; teacher workshops; information dissemination; tests; pretesting; post testing

To counteract the negative attitudes and abnormal atmosphere among deaf children in residential schools, a sex education curriculum was developed by a study group composed of teachers of the deaf, social hygiene personnel, and a sociologist. A control group was obtained from the Indiana School for the Deaf matching factors such as age, sex, achievement, and IQ with an experimental group from the Illinois School for the Deaf. The K-12 sex education curriculum was presented to the experimental group. Films and existing materials were adapted for use with the deaf whenever possible. Classes were mixed rather than separated by sex. The class on the elementary level (ages 6 to 11) focused on family relationships and growth patterns, the adolescent class (ages 12 to 15) dealt with the concepts of entering adolescence and becoming adult, and the high school level (ages 16 to 18) focused on preparation for and acceptance into adult society. A pretest and a posttest were given. The adolescent and high school test was designed to measure information and attitudes covered in the materials developed in the social and personal hygiene curriculum guides. The test for the elementary groups was designed as a nonverbal pictorial test. The experimental group of adolescents and the experimental high school age group scored significantly better (.01 level of confidence) on the posttest than the control group. Testing material may have contributed to the lack of significant difference on the elementary level. The materials and curriculum were evaluated and revised for general distribution by a study group after the experiment. The results of the experiment were also disseminated in a series of workshops. Suggestions for aiding other schools in establishing sex education programs are provided, including an inservice training program for both the academic and residential staffs and participation by the community and the parents. Sample tests, questionnaires, and responses are included. (AA /JD)

ABSTRACT 10922

EC 01 0922 ED 026 765
Publ. Date May 68 80p.
Report of a Committee for a Comprehensive Plan for Hearing Impaired Children.
Illinois Commission on Children, Springfield, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield;
Illinois University, Urbana, Division of Services for Crippled Children
EDRS mf,hc
Illinois Commission on Children, Room

1010, Myers Building, Springfield, Illinois 62701.

Descriptors: exceptional child services; aurally handicapped; state programs; program planning; administration; incidence; prevention; parent counseling; identification; professional personnel; clinical diagnosis; educational programs; educational needs; psychiatric services; social recreation programs; vocational rehabilitation; interagency coordination; auditory evaluation; Illinois

The results of 2 1/2-year study to formulate an overall plan utilizing and coordinating existing services for hearing impaired children are reported. The definition, classification, incidence, and prevention of hearing impairment and the orientation of professional personnel are discussed. Recommendations are given for identification and medical referral of children with hearing impairment in terms of classification, personnel requirements, identification procedures for preschool and school age children, hearing examinations, and test equipment. Illustrative materials include an audiogram, a scale of hearing handicap, tabular representations of degree of impairment as related to educational needs, screening frequencies, and permissible noise levels for screening. Also considered are the following services for the hearing impaired: parent counseling; education of hearing impaired children; role of university clinics and laboratory schools; psychiatric and social services; rehabilitation and employment; and coordination of services. (JB)

ABSTRACT 11001

EC 01 1001 ED N.A.
Publ. Date Feb 67 8p.
Streng, Alice H.
The Swing of the Pendulum; A Critique of the Education of the Deaf.
Wisconsin University, Milwaukee, Department of Special Education
EDRS not available
Volta Review; V69 N2 P94-101 Feb 1967

Descriptors: exceptional child education; aurally handicapped; deaf; hard of hearing; educational programs; technological advancement; medical treatment; hearing aids; teaching methods; employment opportunities; day schools; federal aid; lipreading; manual communication; oral communication; teacher education; educational needs

Developments during the last 100 years which have influenced the education of the deaf are discussed, including early schools and teaching methods, advances in basic sciences and their application to medicine, the development of vaccines and antibiotics which have eliminated some causes of deafness, and the changing etiologies of deaf children; also described are technological developments, such as refined hearing aids and audiological equipment for better screening and diagnostic services. Consideration of the growth of industrial technology which has eliminated many jobs formerly filled by the deaf focuses on the need for schools to update their vocational curriculums and speed up the academic curriculum. Also mentioned are rapid urbanization, which causes many of the residential schools to be replaced by day schools; the stimulus of federal aid extended to schools and colleges, teacher education programs, and research projects; and the need for change due to inadequacies in educating deaf children for full participation in society. (RS)

ABSTRACT 11190

EC 01 1190 ED 027 679
Publ. Date Feb 69 18p.
Fricke, James E.
A Study of Current Practices in Education for Hard-of-Hearing Children. Interim Report.
American Speech and Hearing Association, Washington, D. C., Joint Committee on Audiology and Education Of the Deaf
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-071039-0188(032)
BR-7-1039

Descriptors: exceptional child research; aurally handicapped; educational programs; identification; hard of hearing; testing programs; state departments of education; school districts; private schools; public schools; hearing clinics; incidence; standards; auditory evaluation; referral; professional personnel; statistical surveys

To gather information about case findings and special educational services for hard of hearing children, questionnaires were sent to state departments of education, and of health, to an approximate 10% random sample of local school districts serving 600 or more students, to all known public and private facilities for the deaf, and to speech and hearing centers. State departments of education and health reported on types of hearing services required by laws, and qualifications of testing personnel, and 15 estimated the number of hearing impaired children in their states. Local school districts, divided into six groups according to student population, provided information on hearing testing services, method of provision (directly or through other facilities), educational services, and kinds of facilities providing educational services. Schools for the deaf indicated number of students enrolled, degree of hearing impairment, reasons for referral of hard of hearing students, and number and kinds of classes. Types of hearing testing services, kinds of programs for hard of hearing students, types of staff persons who usually perform services, and availability of other programs for children who complete the center program are described for speech and hearing centers. (RP)

ABSTRACT 11279

EC 01 1279 ED 022 294
Publ. Date 67 54p.
Hayes, Gordon M.; Griffing, Barry L.
A Proposed Plan for the Improvement of the Education of the Deaf and Severely Hard of Hearing in California.
California State Department of Education, Sacramento, Bureau for Physically Exceptional Children
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; state programs; program planning; administration; educational needs; vocational education; educational planning; deaf; hard of hearing; elementary grades; secondary grades; multiply handicapped; standards; student evaluation; placement; preschool programs

Recommendations are made for the improvement of the education of the deaf and severely hard of hearing in California. Minimum essentials for preschool, elementary, junior and senior high school programs are listed, including class size, criteria for admission, teacher-supervisor qualifications and ratio, curriculum, physical facilities, guidance programs, geographical location, extracurricular activities, and relationships to the state school for the deaf. Recommendations for deaf and hard of hearing in regular classes involve bases for assignments and withdrawals, teacher qualifications, supporting services, and areas and methods for statewide program evaluation. Recommended testing instruments are listed. Suggestions for the vocational-technical program include who should participate, at what age, program content, the role of state vocational rehabilitation services, and benefits of a post-high school training facility. Additional recommendations made concern curriculum, facilities, equipment, and materials for children with multiple handicaps; and admission, transfer, and dismissal mechanics (including recordkeeping). (JB)

ABSTRACT 11314

EC 01 1314 ED 012 138
Publ. Date 66 111p.
Hartwig, J. William; Jones, Christina C.
Ohio's Program for Hearing Handicapped Children.
Ohio Department of Education, Columbus, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; administration; professional education; program planning; state programs; aurally handicapped; hard of hearing; deaf; program descriptions; auditory tests; hearing aids; children; program administration; teacher certification; parent education; records (forms); administrative organization; agencies; Ohio

Information is supplied for school administrators, principals, teachers, and other school personnel responsible for providing services for hearing impaired children in Ohio. Areas covered are organizational structure and administration of special education for aurally handicapped and teacher certification; evaluation of the deaf child, additional handicaps, hearing aids, and parent education; educational issues in administering a program for hearing impaired children; program and certification standards, forms for admission, referral, and evaluation,

and information about eight agencies serving the deaf and hard of hearing. (MW)

ABSTRACT 11360

EC 01 1360 ED N.A.
Publ. Date Nov 67 7p.
Wedenberg, Erik
Experience from 30 Years, Auditory Training.
Karolinska Sjukhuset, Stockholm, Sweden
EDRS not available
Volta Review; V69 N9 P588-94 Nov 1967

Descriptors: exceptional child education; aurally handicapped; oral communication; auditory training; teaching methods; preschool children; family involvement; deaf; hard of hearing; educational programs; language development; Sweden

Developments in training young deaf children using the unisensory or oral approach to stimulate usable hearing are described. Stimulation of hearing in a young boy which was evoked by working with single vowel sounds, combination words, and sentences, and the development of speech are discussed. The establishment in Sweden of six preschools for the hearing impaired which emphasize auditory training and the addition of 14 schools by the government are considered. Early diagnosis of hearing handicaps and an intensive 7-year course involving much home training is recommended. Objectives mentioned are the integration of hearing impaired children with normal youngsters in small classes in local schools, and better vocational training, educational achievement, and adjustment to employment. (CH)

ABSTRACT 11519

EC 01 1519 ED 029 419
Publ. Date Jul 68 33p.
Lowell, Edgar L.
Home Teaching for Parents of Young Deaf Children. Final Report.
John Tracy Clinic, Los Angeles, California
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-14-0000-1014
BR-5-0362

Descriptors: exceptional child research; aurally handicapped; parent education; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech clinics; Boone Infant Speech and Language Development Scale; John Tracy Clinic

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs. (RJ)

ABSTRACT 11527

EC 01 1527 ED 029 429
Publ. Date Feb 69 17p.
Forsythe, Patricia G.; Fein, Judith G.
A Review of Selected Program Activities in the Education of the Deaf.
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Descriptors: exceptional child education; aurally handicapped; federal legislation; educational programs; private colleges; elementary schools; secondary schools; technical institutes; advisory committees; films; teacher education; demonstration programs; deaf blind; preschool education; vocational education; higher education

Program activities sponsored by the Department of Health, Education, and Welfare in the education of the deaf reviewed include Gallaudet College, National Technical Institute for the Deaf, National Advisory Committee on Education of the Deaf, Model Secondary School for the Deaf, and Captioned Films for the Deaf. Also summarized are centers and services for deaf blind children, and legislation both for preparation of professional personnel and for research and demonstration programs. Further information concerns the Elementary and Secondary Education Act and Amendments, Handicapped Children's Early Education Assistance Act, Higher Education Amendments of 1968, and Vocational Education Amendments of 1968. Addresses for inquiries regarding each area of activity are given. (JD)

ABSTRACT 11539

EC 01 1539 ED 029 441
Publ. Date Dec 65 280p.
Stewart, Joseph L.
Effectiveness of Educational Audiology on the Language Development of Hearing Handicapped Children. Final Report.
Denver University, Colorado
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-8966 CRP-969
BR-5-0377

Descriptors: exceptional child research; aurally handicapped; preschool children; auditory training; testing; hearing aids; parent counseling; multisensory learning; language development; articulation (speech); nursery schools; hard of hearing; program evaluation; parent participation; speech skills; group therapy; preschool programs

Two groups of hard of hearing children entered educational audiology programs between the ages of 6 to 42 months. Of these, 12 children in a unisensory program (U-) and 16 in a multisensory program (M-) were evaluated for speech and language development after they had reached their fifth birthdays. Children in the experimental U-group were first tested for hearing and fitted with an aid, then were given auditory training at home and group therapy sessions. At age 3, they were evaluated for placement in an enriched nursery school program, which also trained them primarily through the auditory sense. Guidance and psychological counseling were provided for the parents. Results indicated that the U-group was markedly superior on all measures of speech and language acquisition, although less so on the Templin-Darley articulation test. On all other measures (mean length of responses, mean of five longest responses, number of one-word responses, number of different words, and structural complexity score), results for the U-group appeared to indicate the advisability of unisensory management. Findings suggested that U-management may be of most benefit to children whose residual hearing extends into the high frequencies and whose hearing losses are relatively flat. (JD)

ABSTRACT 11721

EC 01 1721 ED N.A.
Publ. Date Nov 67 12p.
Weber, Harold J. and Others
An Evaluation of 1,000 Children with Hearing Loss.
EDRS not available
Journal of Speech and Hearing Disorders; V32 N4 P343-54 Nov 1967

Descriptors: exceptional child research; aurally handicapped; state programs; auditory evaluation; health programs; age differences; sex differences; medical treatment; program effectiveness; cooperative programs; clinical diagnosis; Colorado

Annual (1960-1965) individual pure-tone screening of all children in public and parochial schools in grades K, 1, 3, 5, 7, 9, and 12 resulted in identification of 1,000 children with ear pathology and/or hearing loss. Of those with losses, 62% were male and 38% female. Conductive, sensori-neural (S-N), and sensori-neural 4,000 cycles per second (S-N 4,000 Hz)

drop off losses accounted for 925 of the 1,000 cases. Conductive loss accounted for 43% of the cases, S-N loss 23%, and S-N 4,000 Hz drop off 34% of the cases at age of identification. Most cases of conductive and S-N loss were found in early grade levels, while S-N 4,000 Hz dropoff was found only in the early school age population. More males (249) than females (51) had marked high tone loss. Children meeting the criteria for medical referral received medical consultation, others with less severe hearing loss are followed by periodic audiological tests. Although the incidence of hearing loss remained approximately 3% of the total population screened between 1960 and 1965, the severity of hearing loss in new cases was reduced, at least partially as a result of the conservation program. (GD)

ABSTRACT 20149

EC 02 0149 ED N.A.
Publ. Date Nov 69 16p.
Ferguson, Donald G.
Teacher Assessment of Project Hurdle.

EDRS not available
American Annals of the Deaf; V114 N5 P946-61 Nov 1969

Descriptors: exceptional child education; aurally handicapped; instructional materials; teacher attitudes; instructional media; multimedia instruction; program evaluation

To determine the effects of Project Hurdle, questionnaires completed by 148 teachers of the deaf were analyzed. The project intended to indicate the promise of educational media, to implement new uses of media, and to instruct in the utilization of new equipment. The findings were that the overhead projector received much greater utilization after the project (47% gain in great frequency of usage); use of the heat copier and dry mount press increased; use of lettering sets and photographic equipment did not show unusual gains; and the chalkboard was used less because of the substitution of other media. In general, all equipment included received greater utilization, and availability usually increased. After the project, the majority of the teachers felt that their teaching had improved or that educational media were effective supplements, and 93% felt that awareness of possibilities had increased. Comments were mixed, however, and examples are included as are tables of findings. (JM)

ABSTRACT 20151

EC 02 0151 ED N.A.
Publ. Date Nov 66 5p.
Gunderson, A. Norman
Quality Education Near Home.
EDRS not available
Volta Review; V68 N9 P665-9 Nov 1966

Descriptors: exceptional child education; aurally handicapped; program planning; oral communication; incidence; educational needs; cooperative programs; regional programs; administrator role; grouping (instructional purposes)

The environmental advantages of day class programs for the deaf are presented. Suggestions made for utilizing these advantages in the day class are class grouping at similar oral language levels, limitation of class size, and supervision by an educator of the deaf. Incidence of hearing handicaps in the school population and requirements for a minimum quality program are discussed. Regional cooperation is recommended for establishing programs in counties of insufficient population. Consideration is also given to the role of the program supervisor. (MW)

ABSTRACT 20185

EC 02 0185 ED 031 853
Publ. Date Dec 67 40p.
Behrens, Thomas R.
Demonstration Project for the Initiation of Summer Curriculum with Special Emphasis upon Language Acceleration for Hearing Impaired Children. Final Report.
Kendall School for the Deaf, Washington, D. C.;
Gallaudet College, Washington, D. C.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-2-7-07-889-4308
BR-7-0889

Descriptors: exceptional child research; aurally handicapped; summer programs; program evaluation; language enrichment; summer schools; recreational programs; scheduling; educational innovation; teaching methods; audiovisual aids; unit plan; filmstrips; overhead projectors; instructional materials; reading instruction; lipreading; speech instruction; auditory training

To demonstrate the need for summer educational programs for hearing impaired children and to study ways of implementing programs, a summer program, conducted at a school for the deaf, was utilized. Twenty-two educators in four groups observed the program for four days each, met for discussions, and analyzed strengths and weaknesses. Academic and recreation programs were provided for 126 students from 4 to older teens in age; teachers were encouraged to be innovative. Summaries of teaching units for age groups from 4 to 6 through adolescence, and summaries of three special programs and a recreation program are presented. Replies of observers to an evaluative questionnaire are provided and reveal generally favorable attitudes to the program and to the possibility of starting summer programs at other schools. (RJ)

ABSTRACT 20554

EC 02 0554 ED N.A.
Publ. Date Dec 66 6p.
Kohler, Clarence N.
Religious Education of the Deaf in State Residential Schools.
EDRS not available
Volta Review; V68 N10 P743-8 Dec 1966

Descriptors: exceptional child research; administration; aurally handicapped; educational programs; school community programs; program evaluation; personnel; student attitudes; administrator attitudes; religious education; state schools; residential programs

A questionnaire was sent to 63 state schools to investigate the existing procedures in giving religious instruction. Of the 52 schools responding, 31 had a school-sponsored program and 21 had a church-sponsored program. The efficiency of the personnel involved determined whether or not the program was satisfactory. Close cooperation between church and school would seem to answer the need for effective religious education. Comments are presented by administrators about school and non-school sponsored religious programs and about attitudes of the children. (MW)

ABSTRACT 20882

EC 02 0882 ED 028 579
Publ. Date 31 Aug 68 38p.
Diagnostic and Clinical Services Center for Hearing Impaired Children. Interim Report.
Chicago Board of Education, Illinois
Illinois State Office of the Superintendent of Public Instruction, Springfield
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; identification; program planning; clinics; clinical diagnosis; admission criteria; referral; auditory evaluation; intelligence; emotional adjustment; communication skills; aptitude; student interests; interpersonal competence; staff role; professional personnel; program evaluation; testing; deaf; hard of hearing; Elementary and Secondary Education Act Title VI Program

A description is provided of a summer project devoted to planning a high school for the hearing impaired, recruiting staff, preparing facilities, and commencing diagnostic and clinical services. Objectives are listed and the following problems are considered: selection of clientele to be served, contact with parents, and number of children seen; development of a model for diagnostic and clinical services dealing with sensory abilities, mental ability, personality and emotional adjustment, motor ability, ability to communicate, social factors, interest pattern, aptitudes and special abilities, and a diagramed model; organization of personnel; and role descriptions of the project director, clinician, social worker, instructor of manual communication, clinical psychologist, educational psychologist, clinical audiologist, vision technician, and bus driver. Results of the project are discussed in terms of the type of appointment and diagnostic testing. A program evaluation suggests changes, followup activities, and potential effect. Photographs are included; an appendix contains a client evaluation form, a parent inventory, a summary and teacher questionnaire, and a letter to parents. (RJ)

ABSTRACT 21115

EC 02 1115 ED 025 594
Publ. Date 67 42p.

Trends in Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State University, Muncie, Indiana, July 10-August 11, 1967).
Ball State University, Muncie, Indiana
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; attitudes; employment opportunities; conference reports; teacher qualifications; educational trends; instructional improvement; occupational guidance; prevocational education; program development; vocational education; aurally handicapped; Workshop for Improving Instruction of the Deaf

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on blue collar workers, especially deaf blue collar workers. The prevocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support.

ABSTRACT 21211

EC 02 1211 ED N.A.
Publ. Date Sep 69 16p.
Watts, W. J.
The Rationale of Programmed Learning and the Place of the Teacher.
EDRS not available
Teacher of the Deaf; V47 N397 P371-86 Sep 1969
Paper Presented at the Programmed Learning With Audio Visual Aids Conference, Gloucester, England, May 10, 1969.

Descriptors: exceptional child education; programed instruction, teacher role; educational technology; teaching machines; material development; instructional media; program evaluation; interpersonal relationship; aurally handicapped

It is my intention first of all to consider the place of the teacher of the deaf in a modern technological age. The reason for doing this lies in the fact that personal teaching is of such great value and can still do what presentation media and teaching aids cannot, but it should be saved for its own special function. The second section of this paper considers the rationale of programed learning, the third section summarizes the historical development of programed learning with deaf children, and the final section deals briefly with the application of educational technology in the future. (JM)

ABSTRACT 21473

EC 02 1473 ED 034 351
Publ. Date 67 380p.
Fusfeld, Irving, Ed.
A Handbook of Readings in Education of the Deaf and Postschool Implications.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($18.00).

Descriptors: exceptional child education; aurally handicapped; vocational rehabilitation; educational programs; identification; administration; etiology; preschool programs; language development; vocational education, multiply handicapped; psychological evaluation; teacher education; regular class placement; auditory evaluation; academic education; teaching methods; hearing aids; guidance services; parent role

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed. (JM)

ABSTRACT 21537

EC 02 1537 ED N.A.
Publ. Date Nov 65 7p.
Krug, Richard F.
An Approach to Teaching Language to Young Deaf Children.
University of Colorado, Boulder
Office of Education (DHEW), Washington, D. C., Division of Handicapped Children and Youth
EDRS not available
American Annals of the Deaf; V110 N5 P591-8 Nov 1965
Paper Presented at the Symposium on Research and Utilization of Educational Media for Teaching the Hearing Impaired (Lincoln, Nebraska, May 23-25, 1965).

Descriptors: exceptional child education; aurally handicapped; language instruction; concept formation; language development; educational methods; sequential approach; sequential programs; syntax; program descriptions

A project designed to determine if emphasis on proper word sequence and word function can facilitate language acquisition by the young deaf child is described. Attention is focused on the function of the word rather than increasing denotative vocabulary, and two types of materials are used: those needed for vocabulary development and color coded blocks to represent given grammatical units. Verbs are presented in an unusual way: a single verb concept is given in simple past tense, negative form, and question form, then in future tense, negative form, and question form. This form of presentation is reportedly designed to teach that human activity has three time senses, past, present, and future. Other desired concepts are word relationship, word interchange, action as happening or not happening, and questioning. The planning and developmental phases of the project are completed but demonstration, revision, and dissemination is ongoing. (MW)

ABSTRACT 22003

EC 02 2003 ED 036 016
Publ. Date 67 11p.
Educational Guidelines: A Family-Oriented Preschool Program for Hearing-Impaired Children in Minnesota.
Minnesota State Department of Education, St. Paul
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; preschool programs; parent participation; program administration; state programs; parent counseling; educational programs; nursery schools; educational finance; educational objectives; Minnesota

The bases and need for Minnesota's family oriented services for hearing impaired preschoolers are stated. Guidelines specify program objectives and standards, and describe the instructional and comprehensive programs. The need for parent involvement is considered along with parent counseling and guidance. Also delineated are site, personnel qualifications, class size, program evaluation, state reimbursement, and foundation and transportation aids. (JD)

ABSTRACT 22025

EC 02 2025 ED 036 038
Publ. Date Feb 68 84p.
Proceedings of the Special Study Institute for the Early Identification and Education of Children with Hearing Impairment (Catholic Center, New York University, New York, February 5-7, 1968).
New York State Education Department, Albany
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; preschool children; educational programs; remedial programs; language handicaps; perceptual motor learning; child development; early childhood; identification

A summary is given of the proceedings of a Special Study Institute which investigated the problem of identifying the preschool or the prenursery child with a hearing impairment as well as potential problem areas in educational programing for him. Considered are the healthy

child, some of the deviant functioning of the impaired child, and identification and educational remediation, particularly in language and perception. Speeches and panel reports discuss the following topics: reasons for a special study institute, contemporary perspectives on the education of the deaf, acceptance and understanding in child growth and development, deviant functioning of the young child, language disorders in preschool children, and the dynamics of sensory motor experiences from infancy to 6 years. A summation is given of the conference proceedings. (WW)

ABSTRACT 22139

EC 02 2139 ED N.A.
Publ. Date 69 228p.
Griffith, Jerry, Ed.
Persons with Hearing Loss.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($11.00).

Descriptors: exceptional child education; aurally handicapped; clinical diagnosis; communication skills; special programs; deaf; educational history; auditory evaluation; speech evaluation; psychological evaluation; lipreading; auditory training; manual communication; finger spelling; educational programs; vocational education; educational methods; guidance; language development; vocational counseling; self concept

Ten contributors discuss persons with hearing loss. Historical perspectives and current practices and programs in the education of the deaf are reviewed. Also covered are aural rehabilitation, manual communication, vocational counseling, and guidance. Aspects of assessment and evaluation are considered, including differential diagnosis of hearing loss, diagnosis of speech and language disorders, and psychological evaluation. Appendixes present requirements for the following: course preparation of teachers of the deaf; Class A and Class B certification; and the certificate of clinical competence. (JD)

ABSTRACT 22155

EC 02 2155 ED N.A.
Publ. Date May 70 6p.
Craig, William N. and Others
A Progress Report--Post-Secondary Opportunities for Deaf Students.
EDRS not available
Volta Review; V72 N5 P290-5 May 1970

Descriptors: exceptional child education; aurally handicapped; post secondary education; educational opportunities; college programs; vocational education; teacher education; occupational choice; program descriptions

A federally-supported project to increase the vocational opportunities for deaf students in 1968-69 resulted in establishing three post-secondary programs for deaf pupils in three well-established schools in three different sections of the country, Delgado College, New Orleans, Louisiana; Seattle Community College, Seattle, Washington; and St. Paul Vocational Institute, St. Paul, Minnesota. All three programs are being coordinated through the School of Education of the University of Pittsburgh. Evaluation of the total effectiveness of the project necessarily remains for the future, but experience so far indicates that this type of program when sincerely administered in carefully selected community colleges and technical schools can serve deaf students. (Author)

ABSTRACT 22156

EC 02 2156 ED N.A.
Publ. Date May 70 7p.
Fellendorf, George W.
Technical Training for Deaf Students at a Community College.
EDRS not available
Volta Review; V72 N5 P296-302 May 1970

Descriptors: exceptional child education; aurally handicapped; community colleges; technical education; program descriptions; admission criteria; job placement; counseling

A program to integrate deaf tudents into the regular classrooms at a two-year community college has been underway at Delgado College, New Orleans, Louisiana, since 1968. With a great deal of evaluative and supportive help from special counselors, 50 or more deaf students from all over the United States are finding it possible to undertake junior college work leading to skills, and possibly professions, in the trades and technical area. Discussed are the preparation, training, and employment procedures of the program and favorable and unfavorable evaluations by the students. (Author/JM)

ABSTRACT 22187

EC 02 2187 ED 037 839
Publ. Date 67 242p.
Symposium on Research and Utilization of Educational Media for Teaching the Deaf: The Educational Media Complex (Nebraska Center for Continuing Education, Lincoln, Nebraska, April 10-12, 1967).
Nebraska University, Lincoln, Department of Educational Administration
Office of Education (DHEW), Washington, D. C., Captioned Films for the Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials centers; program development; deaf; multimedia instruction; inservice teacher education; instructional films; material development; audiovisual aids; educational technology; equipment; program administration; media specialists; program planning; school libraries

Papers consider the problems of combining library science and audiovisual education into educational media complexes, or instructional materials centers (IMC's), in schools for the deaf. Areas covered include the concept of such centers, their relationship with the school library, and the personnel, equipment, materials, and production facilities required. Existing library programs are reviewed and implementation of media programs is discussed. Inservice teacher education in the use of media is also treated, as are the role of the small IMC in diffusing educational innovations and the purpose of educational media in the learning process. (JB)

ABSTRACT 22201

EC 02 2201 ED 037 853
Publ. Date 69 109p.
Gross, F. P.; Fichter, George R.
Ohio School Speech and Hearing Therapy.
Ohio State Department of Education, Columbus, Division of Special Education

EDRS mf,hc

Descriptors: exceptional child education; speech therapy; hearing therapy; state programs; program descriptions; state departments of education; speech handicapped; aurally handicapped; hearing conservation; program administration; speech therapists; hearing therapists; speech instruction; program design; Ohio

The general status of Ohio's school program of speech and hearing therapy is described in terms of its historical perspective and past achievements, the present status of therapist employment, percentages of trained personnel provided by various universities, and suggestions for needed research. Information concerning program standards includes the areas of certification, state board of education program standards and related division policies, equipment and facilities, program organization, records and reports, sources of professional assistance, and an overview of the program within the school system. The hearing conservation program is summarized, and methods of audiometric evaluations are provided. (RD)

ABSTRACT 22811

EC 02 2811 ED N.A.
Publ. Date May 66 11p.
Craig, William N.; Anderson, Peter E.
The Role of Residential Schools in Preparing Deaf Teen-Agers for Marriage.
EDRS not available
American Annals of the Deaf; V111 N3 P488-98 May 1966

Descriptors: exceptional child research; aurally handicapped; curriculum; health; residential schools; adolescents; sex education; educational programs; educational policy; social experience; dating (social); family life education; questionnaires; teenagers; homemaking education; parent school relationship; administrative policy

An assessment of the special problems in the residential school's responsibility in preparing deaf teenagers for marriage, the study considered the communication problem imposed by deafness and the social restrictions imposed by residential living. Existing policies and programs of residential schools for the deaf on dating and social relationships and on family life education were examined. A questionnaire was mailed to the administrators of the 66 residential schools for the

deaf in the United States, and returns from 91.7% of these schools were evaluated. The first section of the questionnaire dealt with the schools' policies and programs concerning dating and social relationships among teenage students. The second section asked questions regarding family life education. The results indicated much higher agreement by the administrators on provisions for dating and social relationships than on family life education. Only about half of the schools, however, permitted dating off campus although 85% allowed some dating. Although homemaking was part of the curriculum of 93.3% of the schools, assistance in identifying the important considerations in selecting a marriage partner was offered in only 36.7%. Formal provisions for sex education were established in half of the schools while informal sex information was provided in 91.7% of the schools. One-third of the administrators indicated that they were uncertain about parental attitudes toward sex education in the school. In all, the role of the residential school for the deaf in preparing teenagers for marriage appeared to rest upon the administrators' assessment of the need for such a program. The development of closer relationships with the parents would provide a base for evaluating any provisions and programs. Included in the study are eight tables, a comparison of its findings with findings in K.F. Altshuler's study (1963), selected comments by administrators, and a full copy of the questionnaire. (JD)

ABSTRACT 22826

EC 02 2826 ED N.A.
Publ. Date 64 8p.
Schunhoff, Hugo F.
Bases of a Comprehensive Program in the Education of Deaf Children.
EDRS not available
American Annals of the Deaf; V109 N2 P240-7 Mar 1964
Paper Presented at the International Congress on Education of the Deaf (Washington, D. C., June 28, 1963).

Descriptors: exceptional child education; aurally handicapped; educational methods; educational programs; comprehensive programs; deaf education; program planning

Seemingly more important than method (oral, manual) or type of school (residential, day) in the education of the deaf, are certain fundamental characteristics which combine to form a comprehensive educational program. Aspects discussed are enrollment sufficient to permit homogeneous grouping, and all classroom teachers trained at approved training centers for teachers of the deaf. A comprehensive program allows staffing which provides for trained and experienced principals, supervising teachers, guidance and assessment personnel, all trained and experienced with deaf children. The program must contain provisions for meeting the needs of all deaf children, including those who are less adept at speech reading and those with the milder multiple handicaps. Opportunities must be included for participation in sports and student activities, and vocational education should be provided for secondary school age deaf students. The debate on where the deaf child should be educated need not be resolved in favor of one type of facility or another if we can agree on reasonable criteria for a comprehensive program and strive for such in residential and local schools alike. (JB)

ABSTRACT 22870

EC 02 2870 ED 040 522
Publ. Date Oct 69 126p.
McConnell, Freeman and Others
A Study of Current Practices in Education for Hard-of-Hearing Children. Final Report.
American Speech and Hearing Asssociation, Washington, D. C., Joint Committee on Audiology and Education Of the Deaf
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-0-8-071039-0188(032)
BR-7-1039

Descriptors: exceptional child research; aurally handicapped; educational needs; identification; educational programs; clinics; deaf; hard of hearing; public schools; special schools; state agencies; professional personnel; ancillary services

Descriptive data were gathered from state departments of education and health, local school districts, speech and hearing clinics, and residential and day schools for the deaf and hard of hearing. Site visits were made to 10 school districts. Results demonstrated that more emphasis was being placed upon the identification of children with hearing loss than upon the education and continued re-evaluation of these children. Site visits confirmed the impression that there was a lack of understanding of the special educational needs of hard of hearing children. State departments were generally unable to affect identification or educational programs. Schools for the deaf were frequently required, by default, to accept hard of hearing children, but only infrequently made special provisions for them. Clinics identified their chief function as providing identification and communication skills development services for preschool children. Recommendations were made involving educational, leadership, and research needs. (Author/JD)

ABSTRACT 23561

EC 02 3561 ED 042 294
Publ. Date Jun 68 53p.
Withrow, Frank B.; Brown, Donald W.
An Experimental Program of Language Development Using a Systematic Application of Audio-Visual Aids to Reinforce the Classroom Teacher's Program for Children with Impaired Hearing. Final Report.
Illinois School for the Deaf, Jacksonville

Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-6-19-074

Descriptors: exceptional child research; aurally handicapped; language development; audiovisual instruction; lipreading; instructional films; teaching methods; program descriptions; Illinois Communication Scale

Three hundred and six 8mm cartridge-type films were produced to provide deaf children instruction in and practice with noun vocabulary, question forms, prepositions, and speechreading. Films were placed in 12 classes. Method of presentation and time spent was determined by individual teachers, most of whom had attended a three-day orientation workshop. Group I, consisting of 38 children (median age 8.6) worked with the projectors and language films similar to but not a part of the experimental films for one year. Group II (43 children, median age 7.6) used the experimental films for one year. Group III (29 children, median age 6.6) used both groups of films during two years. To determine progress in speechreading ability, the Illinois Communication Scale (Form B) was administered to each class before and after each year. Group III showed a 50% improvement in speech reading ability over the two years. Group I improved 21.74% while Group II showed 12.00% improvement. Reasons suggested for this are differences in intelligence, previous education, and age, and greater similarity than had been thought between the experimental and non-experimental films. The major criticism related to content (unrelated noun vocabulary). Appendixes include the Illinois Communication Scale and the Evaluation questionnaire. (KW)

ABSTRACT 30033

EC 03 0033 ED 043 159
Publ. Date Oct 69 110p.
Craig, William N.; Burrows, Nona L.
Improved Vocational, Technical and Academic Opportunities for Deaf People: Research Component. Final Report.
Pittsburgh University, Pennsylvania, School of Education
Social and Rehabilitation Service (DHEW), Washington, D. C.;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; post secondary education; program evaluation; program administration; deaf; junior colleges; technical institutes; vocational education; administrator guides; Delgado College (New Orleans)

A 5-year project is planned to increase opportunities for the deaf by using existing vocational and technical schools and junior colleges customarily serving the hearing. Its pilot planning phase developed guidelines for program establishment and administration and a research plan for program evaluation and improvement. Preparatory meetings and site visits were made to the three schools involved. A list is provided of tests to be

ised; guidelines, comprising around a fourth of the document, are given for the program at Delgado College in New Orleans. Also included are 1-page descriptions for the programs at Seattle Community College and St. Paul Technical Vocational Institute. Appended forms make up about half of the document. (JD)

ABSTRACT 30113

EC 03 0113 ED N.A.
Publ. Date 70 277p.
Eglano, George O.
Speech and Language Problems: A Guide for the Classroom Teacher.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; language development; speech handicapped; articulation (speech); language handicapped; aurally handicapped; stuttering; speech therapy; teacher role; speech improvement

Speech and language and their normal development are explained for the classroom teacher and the teacher's role as a member of the speech therapy team is defined. Language and speech problems are discussed along with problems of speech output in the classroom. Advice is given the teacher on how to help children with problems of articulation, language, nonfluency, and hearing. Methods for analysis, prevention, and prevention of these problems in everyday classrooms are suggested. (JD)

ABSTRACT 31279

EC 03 1279 ED 046 190
Publ. Date 70 62p.
Report of the Study Committee on Statewide Planning for the Education of the Deaf and Severely Hard of Hearing in California Public Schools.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational programs; state programs; public schools; special classes; regular class placement; state standards; California

The study to determine ways in which the educational programs for the deaf and hard of hearing in California's public schools might be strengthened and improved was undertaken by the State Department of Education assisted by statewide committees of teachers and administrators involved in programs for the deaf. The final report, consisting of recommended guidelines for statewide planning for the education of the deaf and severely hard of hearing, covers eight aspects of the educational program: special educational provisions, minimum essentials for preschool and elementary programs, minimum essentials for high school programs, assignment of pupils to regular classes, program of evaluation, industrial arts and vocational-technical courses, programs for pupils with additional handicaps, and policies and procedures for admission, transfer, and dismissal. (KW)

ABSTRACT 31484

EC 03 1484 ED N.A.
Publ. Date 70 237p.
Pollack, Doreen
Educational Audiology for the Limited Hearing Infant.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.75).

Descriptors: exceptional child education; deaf; aurally handicapped; teaching methods; audiology; hearing aids; parent education; parent role; auditory training; psycholinguistics; acoupedic approach

The author explores the field of educational audiology for the limited hearing infant, describing techniques to keep pace with the advances made in audiological instrumentation, and in psycholinguistic and communications research. An historical review of the concept of auditory training, and discussion and research evidence for principles of educational audiology are presented. The acoupedic approach is examined and diagnostic procedures for case selection are offered. Hearing aid selection, development of speech and language, the role of the parent and parent education programs, education for the limited hearing child, and a clinical program for developmental communication are areas of discussion by the author. An appendix of parents' own stories is also offered. (CD)

ABSTRACT 31578

EC 03 1578 ED N.A.
Publ. Date Feb 71 7p.
Luterman, David M.
A Parent Oriented Nursery Program for Preschool Deaf Children--A Followup Study.
EDRS not available
Volta Review; V73 N2 P106-12 Feb 1971

Descriptors: exceptional child education; aurally handicapped; preschool education; parent role; parent school relationship; followup studies; nursery schools

Reported are results of a 3-year followup study of the Thayer Lindsley Nursery at Emerson College, Boston, Massachusetts, a program involving parents of preschool deaf children. The program centered on active participation of the parent in the therapeutic processes involved in educating a deaf child. Superior progress was found to have been made by both parents and children. Problems were found to include difficulty in maintaining the parent-centered emphasis (particularly among the lower-class parents), parent dependency upon staff members, ineffectiveness of written materials, and personal problems of parents. However, positive results of the program are noted, including the production of an attitude of activism and enthusiastic interest among parents concerned. Data presented include the reported etiologies of the 44 deaf children, a composite audiogram of the group, educational placements of the children, and ratings of children and parents by the classroom teachers. (Author/KW)

ABSTRACT 31580

EC 03 1580 ED N.A.
Publ. Date Feb 71 6p.
Hill, Arlene
Some Guidelines for Sex Education of the Deaf Child.
EDRS not available
Volta Review; V73 N2 P120-5 Feb 1971

Descriptors: exceptional child education; aurally handicapped; sex education; parent role; child development; child rearing; sexuality

The author suggests positive steps parents can take to educate a deaf child about sex and help him adjust to his developing personality and bodily changes. Stages of development of sexual feeling in children are described in conjunction with behavior patterns which can be expected in the child between infancy and age 6 years. Suggestions include providing the child with a vocabulary for communication about sex, early introduction in other contexts of the more difficult concepts the child will need later to understand reproduction, and recognition that, since the deaf child learns much through nonverbal communication, the parents' actions in a loving home environment can serve as a constant, positive form of sex education. (Author/KW)

ABSTRACT 31738

EC 03 1738 ED 047 469
Publ. Date 70 46p.
A Handbook for Administrators: A Guide for Speech and Hearing Programs.
Tennessee State Department of Education, Nashville
EDRS mf,hc

Descriptors: exceptional child services; speech handicapped; aurally handicapped; state standards; school services; guidelines; administration; program planning; speech clinics; Tennessee

Guidelines for establishing and developing programs for speech and hearing impaired children are presented. The information is intended to be of value in planning, developing, administering, and evaluating programs in Tennessee public schools. Part 1, for administrators, outlines standards and other information related to the following aspects of speech and hearing programs: types of positions, approval of schools, employment standards, specialist certification, program initiation, administration, and roles of involved personnel and of the State Department of Education. Part 2, a guide for speech and hearing specialists, covers such topics as identification and eligibility of children, determination of case load, scheduling, grouping, and coordination time. Part 3 describes and lists offices of ancillary agencies--the Tennessee Department of Public Health, and hearing and speech centers. Information is also provided on the Tennessee School for the Deaf. (KW)

ABSTRACT 31960

Publ. Date 70 85p.
Blake, Gary D.

A Demonstration to Determine the Efficacy of Providing Rehabilitation Services to the Adult Deaf in an Ongoing, Comprehensive Rehabilitation Facility for Handicapped Hearing Persons. Final Report.
Arkansas State Board of Vocational Education, Little Rock
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; vocational rehabilitation; program effectiveness; program evaluation; adults; multiply handicapped; underachievers; communication problems; vocational training centers; skill development; Arkansas

To determine the effectiveness, feasibility, and desirability of providing rehabilitation services to the adult deaf in a residential facility for handicapped hearing persons, 131 deaf clients were studied during 3 years. Forty were multiply handicapped while the majority were underachievers. The program was viewed as only desirable to a degree due to a lack of specialized staff and too little individual instruction in vocational skills. During the 3 years, 57 students completed training while 46 terminated before completion; 85% of the total were judged to have made worthwhile personal, social, and vocational gains, but most did not appear to benefit to the extent of their capabilities. Services for the deaf were considered feasible for the length of the study, but questions were raised concerning permanent continuation. The deaf were often short-changed as a result of communication difficulties. Additional data and conclusions are presented. (RJ)

ABSTRACT 32718

EC 03 2718 ED 052 559
Publ. Date 70 75p.
Mandatory Special Education Plan for the Administration and Implementation of Public School Programs for the Hearing Impaired.
Indiana State Dept. of Public Instruction, Indianapolis, Division of Special Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; administrative policy; state programs; educational programs; program planning; state standards; guidelines; Indiana

Intended for public school administrators, teachers, and speech and hearing clinicians, the document contains guidelines for setting up programs to implement the statewide mandatory special education plan for hearing impaired children in Indiana. Outlined are procedures to follow in comprehensive programing for the following categories of the hearing impaired: infants (ages 6 months-2 years), preschool (ages 2-5 years), hearing impaired (ages 6-21 years), and multiply handicapped hearing impaired (ages 6 months-21 years). The document is devoted to detailing the components, administrative organization, programing, child placement procedures, facilities, groupings, certification, and other administrative aspects of educational programs for each of the four categories of hearing impaired children. Additional data on program levels, geographic service areas, and special schools and classes in Indiana are appended, in addition to numerous sample forms and specific facility and certification requirements. (KW)

ABSTRACT 32887

EC 03 2887 ED 053 509
Publ. Date Nov 70 184p.
A Resource Guide for Teachers of Young Hearing Impaired Children.
Capitol Region Education Council, West Hartford, Connecticut
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; curriculum guides; primary grades; resource guides; instructional materials; children's books

Directed to teachers of young hearing impaired children, the guide attempts to avoid a step-by-step approach to language acquisition and undue emphasis on grammatical form. Instead, the teacher is viewed as a guide who leads the children to more sources of information and understanding and encourages curiosity, spontaneity, and creativity. Content units are presented which concern the relationship of the child to an aspect of his environment: his body and feelings, the home and school, time, animals, and nature. Instructional materials and activities are suggested for each unit. Also included are a list of materials suitable for beginning language arts, a section on rhythm, and a bibliography of books for parents. (RJ)

ABSTRACT 32997

EC 03 2997 ED N.A.
Publ. Date 71 205p.
Hazard, Elizabeth
Lipreading: For the Oral Deaf and Hard-of-Hearing Person.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.75).

Descriptors: exceptional child education; aurally handicapped; adolescents; lipreading; phonetics; lesson plans; oral communication

The book presents lessons for teaching lipreading to hard of hearing and deafened persons who have speech and a memory of speech rhythm. With the viewpoint that lipreading is phonetics and that only 25% of what is said can be seen, considerable analytical study leads to lipreading's goal--synthesis. Vowels and syllables are the focus of the synthesis technique. An ample selection of practice material includes drills with syllables, words, and word comparisons. Also included is emphasis on common stumbling blocks to the hard of hearing. The lessons work well with persons aged 12 years and older. (CB)

ABSTRACT 33166

EC 03 3166 ED N.A.
Publ. Date 71 3p.
Murphy, Harry; Delmonte, Orlene
Snapping Pictures for Communication Skills.
EDRS not available
Teaching Exceptional Children; V3 N4 P169-71 Sum 1971

Descriptors: exceptional child education; aurally handicapped; audiovisual aids; language development; instructional materials; communication skills; visual stimuli; elementary school students; motivation techniques; Polaroid cameras

Described are ways in which Polaroid cameras can be used as effective learning devices with young deaf students, particularly in the area of language development and communication skills. Low cost, ease of operation, and particularly immediate feedback are cited as the features which make the Polaroid a good learning tool. How it can be used to teach students' names, develop self identity, record field trips, provide the basis for language lessons, encourage homework, teach sequencing of thought, personalize reading experiences, and reinforce principals of art is explained. (KW)

ABSTRACT 33182

EC 03 3182 ED N.A.
Publ. Date Sep 71 6p.
Mecham, Steven R.; VanDyke, Robert C.
Pushing Back the Walls Between Hearing and Hearing Impaired Children.
EDRS not available
Volta Review; V73 N6 P359-64 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; program descriptions; foreign countries; elementary school students; Canada

The ultimate goal of the integration program of the Montreal Oral School for the Deaf is described as full integration of all hearing impaired students into regular schools for the hearing. Classrooms are located in three regular school buildings, where a ratio of no more than 30 hearing impaired to 500 hearing children is maintained, to provide optimum opportunities for integration. Reported is an additional integration effort, in which five hearing impaired students were integrated with 90 regular fifth and sixth graders in an innovative open-area environment school. Quotations from the regular teachers, regular students, and teacher of the hearing impaired involved (who acted as a resource person) illustrate that the experience was felt to have been beneficial, both socially and academically. (KW)

ABSTRACT 33216

EC 03 3216 ED 054 567
Publ. Date Jul 71 15p.
Spidal, David A.
Considerations in the Evaluation of Language for Inclusion in a Programmed Language System for the Deaf.
New Mexico State University, Las Cruces, Project LIFE
EDRS mf,hc
Paper Presented to the Summer Institute

on Programed Instruction (Las Cruces, New Mexico, July 8, 1971).

Descriptors: exceptional child education; aurally handicapped; language instruction; sentence structure; programed instruction; language development; language arts; vocabulary

The paper examines aspects of language (morphology, syntax, and semology) as they relate to effective instruction in the area of language with deaf students. Pointed out are language factors to keep in mind when preparing instructional materials for the deaf, such as words with more than one meaning and other problems affecting comprehension of a sentence. Explained is the language grid developed by Project LIFE to be used in identifying levels of linguistic competency as used with certain vocabulary, to assist the teacher in preparing language materials to supplement those developed by Project LIFE and in evaluating materials for utilization in the reading and language program. The language grid helps the teacher identify linguistic structures which the student understands. The structural matrix plus the listed vocabulary and concept usage listing provides the teacher with tools to evaluate the reading and language operational level of the student. The grid represents the sequential development of language principles and sentence patterns in the first eight units of the LIFE programed language filmstrips. (KW)

ABSTRACT 33237

EC 03 3237 ED N.A.
Publ. Date Oct 71 8p.
Simmons, Audrey Ann
Are We Raising Our Children Orally?
EDRS not available
Volta Review; V73 N7 P439-46 Oct 1971

Descriptors: exceptional child education; aurally handicapped; language development; parent role; oral communication

Parents are teaching their children all the time by example, it is pointed out, and parents of deaf children should use all of the opportunities that occur daily to give their children the best possible language. Parents are recommended to use language in normal sentences and keep just a little ahead of the child's ability to do it in sentences. Noted are the importance for language development of a continuous affectionate parent-child relationship and the taking of cues for appropriate communication from the child's behavior and verbalizations. It is concluded that deaf children can be raised orally if parents put forth the effort to teach and encourage them to talk. (KW)

ABSTRACT 33241

EC 03 3241 ED N.A.
Publ. Date Sep 71 4p.
Northcott, Winifred N.
The Integration of Young Deaf Children into Ordinary Educational Programs.
EDRS not available
Exceptional Children; V38 N1 P29-32 Sep 1971

Descriptors: exceptional child education; aurally handicapped; regular class placement; early childhood education; preschool children

The author states that the labels deaf and hard of hearing are diagnostically and psychologically unsound as applied during two successive levels of preprimary intervention: infant education and home training (0-3 1/2 years) and a more structured child centered educational program (3 1/2-6 years). Provision of early parent support and multiple service options including nursery school experience with hearing children enables, the author feels, certain youngsters to continue in mainstream educational programs. Criteria for the selection of candidates for realistic integration and a description of the roles of the diagnostic teacher and a variety of supportive specialists are delineated. (Author)

ABSTRACT 40211

EC 04 0211 ED N.A.
Publ. Date Oct 71 3p.
Sewell, Helen Ross
Specialized Methods for Teaching Communication Skills.
EDRS not available
American Annals of the Deaf; V116 N5 P494-6 Oct 1971
Paper Presented at Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March, 1971).

Descriptors: exceptional child education; aurally handicapped; slow learners; communication skills; program descriptions; behavior change; operant conditioning; reinforcement; teaching methods

A program to develop communication skills for self-expression and comprehension in 14-16 year-old slow learning deaf students is described. Program equipment includes 10 projectors on two sides of the room and one for the teacher at a point where all students can see the screen. Children are shown a transparency for a noun, with an appropriate picture and several short sentences using the noun. When only the picture is visible, the children are asked to fingerspell the noun. Immediate reinforcement is given for correct answers. Verbs and question forms are taught in a similar manner. Improvement in sentence structure, vocabulary, and expression of abstract ideas in the childrens' writing samples suggests that the method is successful. (CB)

ABSTRACT 40212

EC 04 0212 ED N.A.
Publ. Date Oct 71 3p.
Tellam, Joan
Programmed Instruction for Young Deaf Children.
EDRS not available
American Annals of the Deaf; V116 N5 P497-9 Oct 1971
Paper Presented at Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March, 1971).

Descriptors: exceptional child education; aurally handicapped; programed instruction; program descriptions

Selected characteristics of programed instruction for young deaf children are presented. Young deaf children are defined as those children who are prelingually deaf and whose reading ability is limited to word-picture association. acharacteristics covered are behavioral objective; directions for response method; pretest, to be administered after establishing response modes; hierarchic presentation; confirmation, or informing child of his progress results; reinforcement in form of success or extrinsic motivation; and posttest. The author's experience with group programed instruction is briefly mentioned. (CB)

ABSTRACT 40215

EC 04 0215 ED N.A.
Publ. Date Oct 71 11p.
Persselin, Leo E.
Electronic Assembly Programmed Learning System for the Deaf.
EDRS not available
American Annals of the Deaf; V116 N5 P515-25 Oct 1971
Paper Presented at Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, March, 1971).

Descriptors: exceptional child education; aurally handicapped; programed instruction; vocational education; program development; senior high school students; program descriptions; models

Development of programed instruction in electronic assembly for deaf high school students is discussed. The programed learning system consists of individual instruction in seven discrete units: mechanical assembly, wire preparation, assembly soldering, wire installation, wire harness building and installation, component installation, and electronic assembly rework techniques. Two conceptual models depict tutorial instruction and electronic assembly programed learning system for the deaf, respectively. Program antecedents are shown to be a combination of World War II audiovisual training program for industry, research, and industrial performance aids. System development from 1967 to 1970 is discussed, with an accompanying figure of the procedural model. Although insufficient evidence exists for conclusive results, the author states that overall experience indicates program effectiveness in instruction and administration. The program is shown to be desirable in that it is self-pacing and does not require a high level of reading skill. (CB)

ABSTRACT 40347

EC 04 0347 ED N.A.
Publ. Date 71 6p.
Ling, Daniel
The Hearing Impaired: A Family Responsibility.
EDRS not available
Hearing and Speech News; V39 N5 P8-13 Sep-Oct 1971

Descriptors: exceptional child education; aurally handicapped; parent education;

counseling; program evaluation; educational programs; preschool children; personal adjustment

Discussed are counseling for parents of hearing impaired children and an approach for evaluating preschool educational programs for the hearing impaired. Preschool needs of the hearing impaired are said to be met primarily by parents and family. The author advocates educating the parents about the implications of aural handicaps and about personal adjustments both for parents and for child. Evaluative therapy is then examined briefly. (CB)

ABSTRACT 40370

EC 04 0370 ED 056 424
Publ. Date Mar 70 135p.
Grigonis, Dorothea F. and Others
Development and Evaluation of Programmed Instruction in the Teaching of Verbs to Deaf Children in the Primary Grades, Final Report.
Atlanta Speech School, Inc., Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-29-7170-5006
ER-5-0394

Descriptors: exceptional child research; aurally handicapped, deaf; language development; programmed instruction; educational programs; vocabulary development; sentence structure; program descriptions; program evaluation; primary grades

The project purpose was to develop and field test a program of instruction for young deaf children which could be used in existing classrooms. The main program contained two areas of instruction in written language: verb vocabulary at a high level of generalization and sentence structure. The program materials were field tested with 78 children in the preparatory levels of three schools. The only criterion for admission to the sample was a simple test of minimum word recognition ability. Subjects ranged from 5 to 10 years of age, and from 3 1/2 to 10 1/2 years on psychometric scores. Three validation criteria, one final performance criterion and two measures of gain, were applied in 28 instances to the pretest and posttest data from the sample groups. The criteria were met in 21 instances. Of the 78 children, 77% achieved mastery in verb vocabulary, and 83% in sentences. Each of the sample groups evidenced statistically significant learning in all areas of instruction. The mean time required for the program was 4.7 hours. It was concluded that the program represented a very effective, as well as an efficient, method of teaching written language to young deaf children. (Author)

ABSTRACT 40612

EC 04 0612 ED N.A.
Publ. Date Dec 71 5p.
Teel, Paul L.
Tacoma's Program for Intermediate Hearing Impaired Children.
EDRS not available
Volta Review; V73 N9 P557-60, 564 Dec 1971

Descriptors: exceptional child education; aurally handicapped; program descriptions; educational programs; grouping (instructional purposes); Washington

The program for hearing impaired children in the public schools of Tacoma, Washington, began in the fall of 1953. There are approximately 70 hearing impaired children being taught in a building adjacent to an elementary school which has an enrollment of approximately 500 children. The hearing impaired children range in age from 3 to 14 years. Two new activities were initiated last year in the intermediate program. One was the testing and regrouping of both the deaf and the hearing children according to the level on which they were working at the time. The second was the provision for a half-hour elective period each afternoon at which time each child could become involved with a subject of his own choosing. (Author)

ABSTRACT 40761

EC 04 0761 ED 057 527
Publ. Date Dec 71 174p.
Northcott, Winifred H., Ed.
Curriculum Guide: Hearing-Impaired Children--Birth to Three Years--and Their Parents.
Minnesota State Department of Education, St. Paul;
Minneapolis Public Schools, Minnesota
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; infancy; early childhood education; curriculum guides; parent role; parent education; preschool children; behavioral objectives; language instruction; program descriptions

The guide describes the components of a comprehensive infant program for hearing impaired children 0-3 years of age and their parents. Primary focus is upon a home-centered, parent-guided, natural language approach to learning, based upon the child's daily activities. An interdisciplinary professional staff guides the parents in the individually prescriptive oral and aural program. A parent-teaching program developed and supported through sustained parent guidance and education is central to the educational design. Outlined are guidelines for the development of the infant program and for parent guidance and education, integration of the child into a regular nursery school, principles of language development, parent-child interaction patterns, and evaluation methods. Stipulated for each of eight age levels during the first 3 years of life are an overall goal; program objectives for child and parents; desired developmental patterns in neurological, cognitive, social, and language areas; suggested daily home activities; sample phrases to use with the child; and a sample experiential activity. Also described are objectives and principles of the individual teaching program, experience charts, and auditory training. (KW)

ABSTRACT 40809

EC 04 0809 ED N.A.
Publ. Date Jan 72 5p.
Matthews, Elizabeth S.
Must a Failure Remain a Failure?
EDRS not available
Volta Review; V74 N1 P55-9 Jan 1972

Descriptors: exceptional child education; aurally handicapped; deaf; oral communication; language instruction; academic achievement; educational programs; language development

Described is the special language instruction program for three adolescent boys who are profoundly deaf and who have an educational background of failure. Because the boys were not developing oral communication skills as well and as rapidly as they were thought capable of doing, they were given a special educational program. The program is described to consist of temporary placement in the school's preschool department so that the boys can learn phonemes and basic nouns. The boys are then transferred to the school's aphasic department and are exposed to the aphasic method of teaching, although the boys show no evidence of aphasia. After the desired progress, the boys are next transferred to the elementary department for further development of their oral communication abilities. The teacher arranges many social opportunities for the boys to learn to relate to other people. Testing results show that the boys are approaching a life of normality because they have the skills of speech, social readiness, language, and auditory training. (CB)

ABSTRACT 40912

EC 04 0912 ED N.A.
Publ. Date Feb 72 2p.
Yonovitz, Albert
Dissection and Study of the Ear for Grade School Students.
EDRS not available
Exceptional Children; V38 N6 P484-5 Feb 1972

Descriptors: exceptional child education; aurally handicapped; anatomy; audition (physiology); after school activities; biology; elementary school students; program descriptions

Described is an after school program in which four hearing impaired students, ages 8-13, studied the structure and function of the ear. The program included individual dissection of a cat head. Equipment used is mentioned. It is reported that the program was of high interest and immediate relevance to the students and that no special problems were encountered. (KW)

ABSTRACT 41480

EC 04 1480 ED N.A.
Publ. Date Apr 72 309p.
Craig, William N., Ed.
Directory of Programs and Services for the Deaf in the United States.
EDRS not available
American Annals of the Deaf; V117 N2 P42-350 Apr 1972

Descriptors: aurally handicapped; educational programs; services; community

programs; directories; rehabilitation programs; community services; information services; educational facilities; statistical data

The directory lists programs and services for the deaf in four major areas. The first and largest section, devoted to educational programs and services, lists educators of the deaf, schools and classes (program, pupil and staff data), postsecondary facilities, centers for deaf-blind children, university programs training personnel in deafness, and federal offices providing services for the education of deaf children. Following sections list rehabilitation programs and services, community programs and supportive services (social and recreational groups, civic services, clinical and evaluative programs), and research and information programs and services (professional organizations, sources of information, selected research on deafness, centers for distribution of instructional materials, and professional committee memberships. (KW)

ABSTRACT 41482

EC 04 1482 ED N.A.
Publ. Date Apr 72 11p.
Craig, William N. and Others
Preschool Verbotonal Instruction for Deaf Children.
EDRS not available
Volta Review; V74 N4 P236-46 Apr 1972

Descriptors: exceptional child education; aurally handicapped; early childhood education; language development; auditory training; program descriptions; demonstration projects; teaching methods

The report contrasts the Verbotonal approach to preschool instruction of deaf children with the established procedures employed at one school for the deaf. Speech production, lipreading skills, social competence, and intelligence were considered. Results of the speech evaluation suggested that the Verbotonal group gained greater skills. The Guberina Verbotonal approach, in conjunction with the Suvag (Systems Universal Verbotonal Auditory Guberina) equipment, is intended to help deaf children make maximum use of residual hearing and thereby learn to speak more effectively. Emphasis is on extended low-frequency response, maximizing input to the area (below 500 Hz) in which deaf children usually have the greatest residual hearing. The instructional approach, like the equipment, is geared toward maximizing auditory awareness in the development of language and speech, and integrates four procedural components: body movement, musical stimulation, implementation (speech and language through play activities), and individual work. (KW)

ABSTRACT 41483

EC 04 1483 ED N.A.
Publ. Date Apr 72 9p.
Yater, Verna
St. Louis County Hearing Clinician Program.
EDRS not available
Volta Review; V74 N4 P247-55 Apr 1972

Descriptors: exceptional child services; aurally handicapped; regular class placement; consultation programs; school services; program descriptions

The article describes the Hearing Clinician Program of St. Louis County, Missouri, a program designed to facilitate complete academic and social integration of children with moderate to severe bilateral sensorineural hearing losses into their regular neighborhood schools. It describes the framework which is used to provide the individualized instruction the child needs to ensure success in integration. Described are services provided by the program, operational procedures, therapy, a followup study, and a personality sub-study. (Author/KW)

ABSTRACT 41543

EC 04 1543 ED 060 593
Publ. Date Feb 72 49p.
Characteristics of Hearing Impaired Students Under Six Years of Age, United States: 1969-70.
Gallaudet College, Washington, D.C., Office of Demographic Studies
EDRS mf,hc

Descriptors: aurally handicapped; preschool children; national surveys; statistical data; educational programs; hearing loss; age groups

Data from the Annual Survey of Hearing Impaired Children and Youth are given on the characteristics of approximately 6,400 students under 6 years of age enrolled in special education programs for the hearing impaired during the 1969-70 school year. Statistical tables describe the age, sex, and hearing threshold levels (better ear averages) of the children. Also provided is information concerning type and size of educational programs attended, age at onset of hearing loss, age started education, and whether parents are receiving training to assist in the education of their children. (KW)

ABSTRACT 41549

EC 04 1549 ED 060 599
Pub. Date Sep 71 29p.
Lacey, David W.
A National Survey of Career Development Programs in Residential Schools for the Deaf.
National Technical Institute for the Deaf, Rochester, New York
Department of Health, Education, and Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; vocational education; residential schools; surveys; educational programs; professional education; manpower needs; educational trends; statistical data

Surveyed were 66 residential schools for the deaf concerning career development programs at the schools, as perceived by superintendents. Comprehensive career development services were seen to include vocational instructional programs, vocational counseling, vocational evaluation, referral services, and placement services. Statistical data obtained covered current career development services in residential schools in 1970, projected career development services for 1971-76, and superintendents' perceptions of projected professional manpower and training needs, including appropriate curricula and professional preparation for vocational teachers and counselors. Information obtained was related to implications of labor market trends for vocational curricula and employment of deaf persons. (KW)

ABSTRACT 41647

EC 04 1647 ED 060 602
Publ. Date 67 130p.
Rosenstein, Joseph and Others
A Survey of Educational Programs for Deaf Children with Special Problems in Communication in New York State. Final Report.
New York State Education Department, Albany, Bureau for Handicapped Children
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; learning disabilities; educational programs; cognitive development

As the first step in curriculum development, 12 educational programs for young deaf children with learning disabilities and communication problems were studied in order to identify the atypical deaf child. Subjects were 193 children (age range 6 to 14 years) selected from 12 schools for the deaf in New York State. Data was obtained from school records, a battery of tests, teacher rating scales and check lists, and interviews with admissions personnel. General research findings on cognitive development were that 73% of the children had known exogenous causes for their handicap, that mental retardation was widespread in the sample, that the majority of subjects demonstrated severe to profound hearing impairments, that generalized perceptual and memory deficits existed in the sample, that substantial communication problems existed, that teacher ratings for more than half the sample revealed unsatisfactory emotional, social, and classroom adjustment, that use of instructional materials to improve perceptual and motor skills decreased after children were 10 years of age, and that for the portion of students having nonverbal intelligence scores of 90 or above, performance on perceptual and memory tests was normal. (For related documents, see also EC 041 648-50.) (CB)

ABSTRACT 41651

EC 04 1651 ED 060 606
Publ. Date Mar 7287p.Beaird, James H. and Others
Education of Oregon's Sensory Impaired Youth.
Oregon State System of Higher Education, Monmouth, Teaching Research Division
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.

EDRS mf, hc

Descriptors: exceptional child education; aurally handicapped; visually handicapped; educational programs; state programs; state boards of education; educational facilities; administrative organization; Oregon

A brief review of the educational needs of deaf children and blind children precedes the results of a 4-month study of Oregon's educational facilities and programs for deaf children and blind children. The existing program, program strengths and weaknesses, and program recommendations are noted for the Oregon Board of Education (OBE), local programs, regional programs, and programs of Oregon State School for the Deaf (OSSD) and Oregon School for the Blind. The general finding was that compared to the nation, Oregon provided good educational programs for sensory impaired children, but that improved state and local coordination in administrative organization and program content would upgrade the quality of Oregon services. Recommendations are of two kinds, those requiring immediate attention and those relating to a long range comprehensive plan. Representative recommendations include changes in the inadequate OSSD instructional plant, improved information flow for OBE sensory impaired programs, fiscal saving measures, parent education, preparation of students for real expectations of society, and education of prospective mothers about the relationship between maternal diseases and sensory impairments in children. (CB)

ABSTRACT 41716

EC 04 1719 ED N.A.
Publ. Date 70 82p.
Rainer, John D.; Altshuler, Kenneth Z.
Expanded Mental Health Care for the Deaf: Rehabilitation and Prevention.
New York State Psychiatric Institute, New York;
Rockland State Hospital, Orangeburg, New York
Social and Rehabilitation Service (DHEW), Washington, D.C., Division of Research and Demonstration Grants
EDRS mf, hc
Rehabilitation Services Administration, Social and Rehabilitation Service, Dept. of Health, Education And Welfare, Washington, D.C. 20201.

Descriptors: exceptional child education; aurally handicapped; mental health; program descriptions; rehabilitation programs; demonstration project

Described is a 3-year demonstration project which focused on the feasibility of adding preventive and rehabilitative services to an existing mental health program for the deaf. By 1966 the Rockland State Hospital of New York State was said to have established extensive inpatient and outpatient units for treatment. In the expanded program, rehabilitation services for inpatients are said to begin upon entry to the hospital. Social worker and rehabilitation counselors work with both family and community agencies with the object of developing social and vocational acceptance of the deaf person. Halfway house facilities are tested during the patient's hospital stay and then are used as the patient's intermediate step into the community. Cooperation with state vocational rehabilitation counselors is intended to facilitate transition to employment status. Comparable facilities are available for clinic patients. On the preventive level, consulting services at a school for the deaf are supplemented by group parental counseling, group student therapy, and discussions with teachers and cottage personnel. Program evaluation indicated success both in the number of patients rehabilitated and in community cooperation.

ABSTRACT 41791

EC 04 1791 ED N.A.
Publ. Date 71 4p.
Bolton, Brian
Research in Deafness: Some Implications for Education and Rehabilitation.
EDRS not available
Rehabilitation Research and Practice Review; V3 N1 P1-4 Win 1971

Descriptors: exceptional child education; aurally handicapped; research utilization; educational programs; educational needs; research reviews (publications)

The potential impact of research in deafness on practice is illustrated by brief summaries of research in two broad areas which lead to the conclusions that an individual's mental development is not dependent on the acquisition of language skills, and that education of the deaf has failed regardless of communication methods or philosophy. Implications of these conclusions for counselors and educators are noted. Listed are three major faults found in educational programs for deaf children: lack of early childhood education, exclusive use of oral techniques, and segregation in residential schools or special classes. Mentioned are the necessary remedial steps for each problem. (KW)

ABSTRACT 41966

EC 04 1966 ED N.A.
Publ. Date Jun 72 6p.
Stuckless, E. Ross
Postsecondary Programs for Deaf Students in 1972.
EDRS not available
American Annals of the Deaf; V117 N3 P377-82 Jun 1972

Descriptors: exceptional child education; aurally handicapped; colleges; technical education; directories; vocational education; program descriptions

abstract providing vocational-technical and academic education for deaf students. Twenty-two operational programs and four projected for opening in September, 1972 are listed alphabetically by state. Also noted for each program is the name and address of the person to contact for admissions information. Summarized in tabular form is basic information about each program: instructional emphasis, certificates or degrees awarded, number of full-time deaf students enrolled, and special services offered. (KW)

ABSTRACT 42137

EC 04 2137 ED 063 702
Publ. Date 71 40p.
Hairston, Ernest E.
Project D.E.A.F. Final Report.
Goodwill Industries of Central Ohio, Inc., Columbus
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; deaf; multiply handicapped; vocational rehabilitation; program descriptions; adults

Project D.E.A.F., its introduction and background, purpose, clientele, methodology, and activities, are described. Project D.E.A.F. was established by an expansion grant from the Rehabilitation Service Administration of the Department of Health, Education and Welfare, in cooperation with the Ohio Bureau of Vocational Rehabilitation for the purpose of expanding Goodwill Industries of Central Ohio's rehabilitation program by offering comprehensive vocational rehabilitation services to deaf and hard of hearing individuals (and those with multiple handicaps) who could not benefit sufficiently from services provided elsewhere. All clients must be at least 16 years of age. Of the 206 clients served from June 10, 1968, to April 6, 9971, 161 were white and 45 black, and 118 were males and 88 females. The majority of clients function on the first grade level and below. Vocational rehabilitation methodology is outlined. Aspects of the program discussed include methods of communication used, work evaluation, personal and work adjustment, group sessions, counseling, communication skills class, drivers' education class, recreation, advisory board, and staff. Project years 1968-69, 1969-70, and 1970-71 were summarized. It was concluded that the project was successful. (CB)

ABSTRACT 42187

EC 04 2187 ED N.A.
Publ. Date Jun 72 4p.
Hicks, Doin
The DA Interview: Dr. Doin Hicks (A Discussion with Frank Bowe.)
EDRS not available
Deaf American; V24 N10 P7-10 Jun 1972

Descriptors: exceptional child education; aurally handicapped; educational programs; program descriptions; secondary education; educational philosophy; Model Secondary School for the Deaf

The interview with Dr. Doin Hicks, the first director of the Model Secondary School for the Deaf (MSSD), on July 1, 1970, ranges from his initial interest in deaf education to a brief description of the educational program at MSSD. The weakness of secondary education for the deaf is postulated as one reason for the establishment of MSSD. Other subjects covered include the comprehensiveness

Japan's TV Deaf School Helps Preschoolers.
EDRS not available
The Deaf American; V24 N11 P9-10 Jul/Aug 1972

Descriptors: exceptional child education; aurally handicapped; early childhood education; preschool children; televised instruction; program descriptions; parent education; Japan

Briefly described is Japan's educational television program designed to help parents teach their preschool deaf or hard of hearing children, in preparation for entry into formal school. The Japanese Broadcasting Corporation, Nippon Hoso Kyokai, is said to have inaugurated the program to help parents learn that their children can live comfortably in a normal world; the program is also designed to assist the parent to establish discipline for dealing with the children. Selected aspects of the program mentioned include importance of early speech training, attitudes toward deaf children, employment opportunities, and matters relating to the technicalities of providing the program. (CB)

ABSTRACT 50020

EC 05 0020 ED N.A.
Publ. Date Aug 72 5p.
Downs, Marion P.; Hemenway, W. Garth
Newborn Screening Revisited.
EDRS not available
Hearing and Speech News; V40 N4 P4-5, 26-9 Jul-Aug 1972

Descriptors: exceptional child services; aurally handicapped; infancy; screening tests; questionnaires; identification; prediction; program descriptions

Described is a newborn infant screening program designed to detect infants with a hearing impairment utilizing both a register of high risk infants and a questionnaire to be used at well-baby clinics. It is asserted that 70 to 90% of children who eventually suffer hearing loss would be included in a register of high risk newborn infants. Five factors said to have high predictive value of hearing impairment at birth are: rubella during pregnancy, family history of childhood deafness, blood incompatibility, low birthweight, and malformation of ears, nose, or throat. The authors recommend that all newborn infants showing one or more of the predictive factors of hearing impiarment be given in-depth audiological evaluations by certified audiologists. It is recommended that, since 10 to 40% of the deaf population may well develop deafness after birth, a questionnaire designed to distinguish between the normal and the hearing impaired child be added to the usual developmental and communications scales and be used at 2 month intervals during the child's first year. (DB)

ABSTRACT 50217

EC 05 0217 ED N.A.
Publ. Date Oct 72 8p.
La Gow, Robert
Dialogue Films: Discussion and Inquiry.
EDRS not available
American Annals of the Deaf; V117 N5 P500-7 Oct 1972

Descriptors: exceptional child education; aurally handicapped; instructional media; student participation; films; social studies; values; educational programs; regional programs; captioned films for the deaf

Described are media projects undertaken at the Midwest Regional Media Center for the Deaf which aimed at establishing clear learning objectives, promoting student involvement in the learning sequence, and developing evaluative criteria. A multimedia program intended to provide opportunities for hearing impaired students to develop their analytical and language skills in regard to contemporary problems includes a captioned film, a workbook for vocabulary and concept instruction, a student handbook with material relating to the problem, and a 30 minute kinescope of a discussion on the problem. Captions are thought to carry the sense of the film although they do not carefully follow the story line or film content. Conclusions are that is is possible to produce social studies materials that enable the hearing impaired high school student to be involved with the study materials in his own way and that teachers must allow a learner to become involved in the material at his own pace and speed. The following learning postulates are derived: some appropriate focus is required to stimulate interest and inquiry, and freedom and a responsive environment are required for valuable learning to occur. Value films which do not have an ending but require the student to supply his own resolution are described. Problems of using the value films in a nondidactic way and of setting affective objectives for the students are discussed. (GW)

ABSTRACT 50249

EC 05 0249 ED N.A.
Publ. Date Oct 72 2p.
Jones, Ray L.
Involving the Deaf Community in the Training Process.
EDRS not available
Journal of Rehabilitation of the Deaf; V6 N2 P102-2 Oct 1972

Descriptors: exceptional child education; aurally handicapped; leadership training; educational programs

Discussed are strategies that have been found successful in operating a national leadership training program for deaf persons such as consulting deaf persons about all phases of training, planning, operation, and evaluation, accepting deaf trainees, and acquiring first hand acquaintance with deaf people from the community. Conclusions on the development of leadership are drawn. (GW)

ABSTRACT 50253

EC 05 0253 ED N.A.
Publ. Date Oct 72 6p.
Delgado, Gilbert L.; Boggs, Carol J.
Continuing Education Program for Deaf Adults (CEPDA).
EDRS not available
Journal of Rehabilitation of the Deaf; V6 N2 P170-75 Oct 1972

Descriptors: exceptional child education; aurally handicapped; handicapped; educational opportunities; adult education; young adults; educational programs

Explained is a proposal for a nationwide continuing education program for deaf adults which would capitalize on existing programs and develop new programs where needed. Present opportuniities for continuing education for deaf adults are explained schematically and compared with the educational opportunities of the hearing population. The functional relationships of the following program components are diagrammed: Gallaudet College continuing education center, supporting agencies, cooperating institutions, affiliated continuing education services, and adult deaf consumers. (GW)

ABSTRACT 50263

EC 05 0263 ED N.A.
Publ. Date Dec 72 5p.
Jones, Ray L.; Murphy, Harry J.
The Northridge Plan for Higher Education of the Deaf.
EDRS not available
American Annals of the Deaf; V117 N6 P612-16 Dec 1972

Descriptors: exceptional child education; aurally handicapped; undergraduate study; program descriptions; educational programs; graduate study; educational opportunities

Described is a university program in which deaf individuals study with hearing students by utilizing support services of interpretation, note taking, counseling, and tutoring. Brief histories of general education in the U.S. as well as educational programs for the deaf are given. Achievements of deaf students and aspects of the program such as the national leadership training program are noted. (GW)

ABSTRACT 50265

EC 05 0265 ED N.A.
Publ. Date Dec 72 6p.
Olson, Jack R.; Hovland, Carroll
The Montana State University Theatre of Silence.
EDRS not available
American Annals of the Deaf; V117 N6 P620-25 Dec 1972

Descriptors: exceptional child education; aurally handicapped; dramatics; manual communication; summer programs; program descriptions

Described is the development of a summer touring theatre group of deaf and hearing individuals. Discussed are program selections as well as acting and staging problems resulting from the use of manual communication. (GW)

ABSTRACT 50276

EC 05 0276 ED 070 231
Publ. Date 72 792p.
McClure, William J., Ed.
Report of the Proceedings of the Forty-Fifth Meeting of the Convention of American Instructors of the Deaf.

EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.
Proceedings of 45th Meeting of the Convention of American Instructors of the Deaf, Arkansas School For Deaf, Little Rock, June 25-July 2, 1971.

Descriptors: exceptional child education; aurally handicapped; conference reports; vocational education; teacher education; communication skills; instructional media; educational programs; program descriptions; Convention of American Instructors of the deaf

Presented are proceedings of the 45th meeting of the Convention of American Instructors of the Deaf, 1971, including numerous papers and discussions on the multiply handicapped, vocational education, libraries, principals and supervising teachers, curriculum, federal programs, day programs, post secondary programs, reading and language, preschool, mathematics, communication, educational media, coaches and physical education, audiologists, and teacher preparation. Papers concern such topics as the establishment of a multiple response repertoire for noncommunicating deaf children, the organization and administration of parent education at the Carver School for the Deaf, individualizing curricula through the use of instructional packages, the role of the paraprofessional, and a community service volunteer program for students at the National Technical Institute for the Deaf. Also considered are computer-assisted instruction in language, early intervention programs, the management of deaf children from birth to 3 years of age, orosensory perception in the deaf, a doctoral program at Syracuse University in instructional technology for education of the deaf, and the present status of physical education and sports programs in residential schools for the deaf. (GW)

ABSTRACT 50406

EC 05 0406 ED N.A.
Publ. Date Nov 72 6p.
Auble, Lee F.
Normalization Can Be a Reality.
EDRS not available
Volta Review; V74 N8 P481-86 Nov 1972

Descriptors: exceptional child education; aurally handicapped; educational programs; program descriptions; regular class placement; parent school relationship; manpower needs

Difficulties of initiating programs aiming at the normalization of hearing impaired children are discussed in terms of a particular educational program and its experiences with staffing problems, with achieving regular class placement for hearing impaired children, with parent programs, and with gaining the cooperation and interest of the total staff. The author emphasizes that normalization of hearing impaired children through such a program is possible. (GW)

ABSTRACT 50514

EC 05 0514 ED 071 239
Publ. Date Dec 71 139p.
Moores, Donald F.; McIntyre, Cynthia K.
Evaluation of Programs for Hearing Impaired Children: Report of 1970-71. Research Report /27.
Minnesota University, Minneapolis
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
OE-09-332189-4533(032)

Descriptors: exceptional child research; aurally handicapped; early childhood education; educational programs; program descriptions; preschool children; program evaluation; oral communication; manual communication; educational facilities; equipment utilization; personnel; administrative organization; student evaluation

The study, based on L. Cronbach's Characteristics by Treatment Interaction model, investigated seven preschool programs for aurally handicapped children which variously employed the oral-aural method, the Rochester method, or the total communication method. Equipment, materials, grouping procedures, and activities were indicated for each program. Programs were compared for degree of parent involvement, adequacy of facilities and personnel, administrative organization of services, pupil populations, and degree of program structure. One hundred and two children from the programs were selected as the sample population. Data were reported from the Leiter Performance Test, the Illinois Test of Psycholinguistic Abilities, classroom observation, communication analysis, pupil records, the Brown Parent Attitude Scale, and a semantic differential measuring parent attitudes towards concepts related to deafness. Conclusions such as the following were drawn: children in structured programs tended to have higher IQ scores than those in unstructured programs; gestures were the most common mode of communication between children, regardless of the program's official methodology; communication from child to teacher most frequently involved the oral-aural mode; and no differences were found in speechreading abilities in the oral-combined and structured-unstructured comparisons. (GW)

ABSTRACT 50571

EC 05 0571 ED N.A.
Publ. Date Jan 73 5p.
Hall, Sylvia M.; Talkington, Larry
Evaluation of a Coordinated Programming Effort for Deaf Retarded.
EDRS not available
Journal of Rehabilitation of the Deaf; V6 N3 P41-5 Jan 1973

Descriptors: exceptional child research; multiply handicapped; aurally handicapped; mentally handicapped; residential programs; program descriptions; program evaluation; manual communication; skill development

A coordinated 12-month classroom, prevocational, recreational, and residential living intervention program was instituted for 18 aurally handicapped male residents of a public facility for the mentally retarded (mean age 14.1 years, mean IQ 62.7, hearing loss of 60dB or greater in better ear). The 18 normal hearing retarded controls were matched on age, IQ, and length of institutionalization. The Ss were moved to a residential cottage designed for their hearing impaired condition with special warning lights, amplification, visual aids, and staff trained in manual communication and behavior modification. Ss received training in manual communication, concepts, functional academics, prevocational and vocational skills, and self care and daily living skills. After 12 months, Ss had increased the average number of signs in their vocabulary by M equals 101.6 (SD 23.4). Significant changes were observed in deaf Ss in grooming, communication, concepts, academic, recreation, responsibility, and social areas. On the other seven behaviors or skills evaluated, progressive changes were observed in both experimentals and controls but gains were not of sufficient magnitude to differentiate between groups. (KW)

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